Ch. 10 Helping Children Master the Basic Facts Kim Lara

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| **Representative TN State Curriculum Standards**  *Second Grade-*  **GLE**:  0206.2.4 Develop an initial understanding of multiplication.  0206.3.2 Extend knowledge of the properties of numbers and operations to multiplication.  **Checks for Understanding:**  0206.2.13 Relate patterns in skip counting to multiplication.  0206.3.6 Relate repeated addition to multiplication.  *Third Grade-*  **GLE**:  0306.2.3 Relate multiplication and division as inverse operations.  0306.2.4 Solve multiplication and division problems using various representations.  **Checks for Understanding:**  0306.2.7 Represent multiplication using various representations such as equal-size groups, arrays, area models, and equal jumps on number lines.  0306.2.8 Represent division using various representations such as successive subtraction, the number of equal jumps, partitioning, and sharing.  0306.2.9 Describe contexts for multiplication and division facts.  **SPI**:  0306.2.5 Identify various representations of multiplication and division.  0306.2.7 Compute multiplication problems that involve multiples of ten using basic number facts.  0306.2.8 Solve problems that involve the inverse relationship between multiplication and division. | |
| ::Desktop:Picture 4.png  **Time:** 20 Minutes | * Before reading the story, give the child or group 20 pieces of paper to use as tickets. As you read the story, have the child act out how each character used his or her tickets. * Reread the story. Work with the class to solve each number sentence for the unknown. You may also use 20 tickets to work out the problem with them. * Look at the large sign showing all the rides and the number of tickets needed for each. Have the class think of several different ways to use the tickets. Write a number sentence for each one. |

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| **Multiplication: Multiplication sentences**  <http://www.ixl.com/math/grade-3/multiplication-sentences>  Objective: The student will look at the picture and type a multiplication sentence and click the submit box. If the answer is wrong, it will show the correct answers and if the student does not understand, there is also an explanation offered. Grand Prix Multiplication <http://www.arcademicskillbuilders.com/games/grand_prix/grand_prix.html>  Objective: The student can choose a name and color for the car. There will be multiplication facts and 4 choices for an answer. The faster the problem is answered, the faster the car goes!  **Time:** 8 Minutes |

**Activities from the Textbook- Good choices – good active involvement with these.**

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| Teaching multiplication using clocks to help learn five facts | Activity 10.17 *Clock Facts* Pg. 178  Materials: Analogue clock and flashcards |
| Teaching division and near facts | Activity 10.19 *How Close Can You Get?*  Pg. 182  Materials: Pre-Made chart, Elmo |
| Teaching multiplication (or addition) by process of elimination | Activity 10.19 *Salute!*  Pg. 183  Materials: a deck of cards |
| Teaching facts with all operations | Activity 10.21 *Bowl a Fact* Pg. 184  Materials: 3 dice, a template with bowling pins |

**Time:** 17 minutes

**Lesson Plan**

# Multiplication: It's in the Cards- Looking for Patterns

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L324>

In this lesson, students skip count by twos, threes, fives and tens and find products by adding equal sets. Students skip count and examine multiplication patterns using a 0-99 chart. They also explore the commutative property of multiplication.